

THE ROAD MAP PROJECT BASELINE REPORT



Sparking Collective Action from Cradle to College & Career

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- ★ Safe Futures Youth Center
- ★ Institute for Community Leadership
- ★ Hope Academic Enrichment Center
- ★ TRIO Student Support Services Program at Highline Community College



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LETTER FROM THE PROJECT SPONSORS

We are excited to share the Road Map Project's Baseline Report. We find the information both sobering and inspiring. The data show a critical need for system improvement, especially for children of color. Fortunately, there are also many bright spots. For years, people across the region, in school and out, have been working to support student success. Too often though, the good work goes unnoticed or has a very isolated impact. Our task is to bring good work to scale so great results become the norm, not the exception.

We came together in 2010 to launch the Road Map Project to focus on the needs of young people growing up in South King County and South Seattle. We joined together to build a strong regional partnership among allies who share the same goal. We confronted the reality that, while we reside in an area with a vibrant and knowledge-intensive economy full of promising opportunities for the well-educated, we are leaving thousands of our region's young people behind. We believe the time has come for strong and collective local action – the future of a generation is at stake and there is not a week to waste!

We thank you for your hard work on the Road Map Project thus far. We urge new readers to join us and the hundreds of individuals and organizations working together to dramatically improve education results in South King County and South Seattle.

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INTRODUCTION: What is the Road Map Project?

The Road Map Project is a collective impact initiative aiming to dramatically improve student achievement from cradle to college and career in South King County and South Seattle.

Our Goal

The Road Map Project Goal is to double the number of students in South King County and South Seattle who are on track to graduate from college or earn a career credential by 2020. We are committed to nothing less than closing the unacceptable achievement gaps for low-income students and children of color, and increasing achievement for all students from cradle to college and career.



Who Should be Involved? All of Us – A Collective Impact Approach.

Leaders and activists from many sectors are building the Road Map Project together. No one organization or person working alone can achieve great results at the scale we need. We must work together as never before, all in pursuit of a common agenda. Parents, schools, and the community all have important roles to play in achieving our ambitious yet achievable goal.

What is Our Objective? Dramatic Improvement in Education Achievement.

Education results for kids growing up in South King County and South Seattle are unacceptable. If we aim only for small annual gains we won't achieve our goal – now is the time for bold moves.

What Part of the Education System is Involved? All of it – From Cradle to College and Career.

We must do a great job supporting students all the way along, from birth and early learning, through K-12, and on to achieving a college degree or career credential. Each stage of a child's development is important – there is no shortcut to student success.

Where are We Focused? South King County and South Seattle.

The Road Map Project is committed to supporting King County's areas of highest need. The Road Map Region is home to:

70% of King County's low-income students

69% of King County's English Language Learner (ELL) students

58% of King County's students of color

Like many metropolitan areas, the Road Map Region is experiencing the suburbanization of poverty and new regional responses are needed.

Can We Really Make a Difference? Great Progress is Possible.

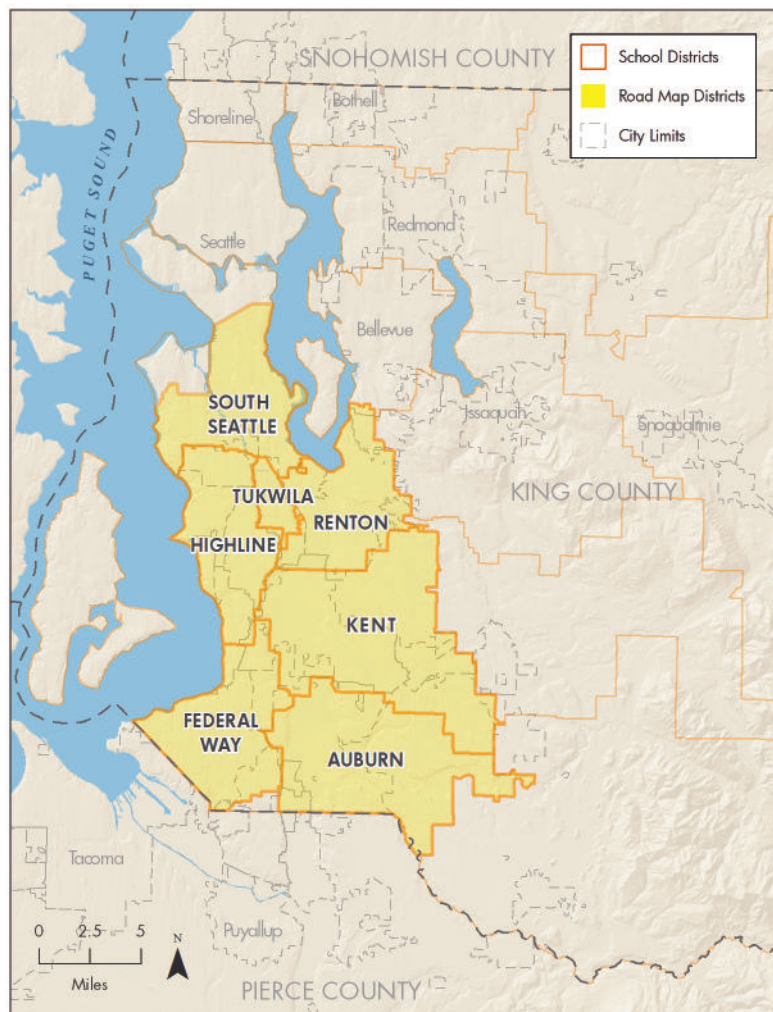
It is happening every day all over our region. Our job is to find the great work and help scale it up so that it spreads throughout the Road Map Region.



Road Map Region & Demographics

In the 2009-2010 school year, there were **116,135 K-12 students in the Road Map Region**.

They comprised **11% of Washington State public school students** and **45% of students in King County**.



The Road Map Region Contains Seven School Districts:

1. Auburn School District
2. Federal Way Public Schools
3. Highline Public Schools
4. Kent School District
5. Renton School District
6. Seattle Public Schools (South Seattle schools only)
7. Tukwila School District

Note on South Seattle Schools

On average, student achievement in North Seattle is far stronger than in South Seattle. Because of this reality, we include only south end neighborhoods and schools in the Road Map Region. In this Baseline Report, when you see Seattle data, it is from South Seattle only—unless otherwise noted.

ABOUT THE ROAD MAP REGION

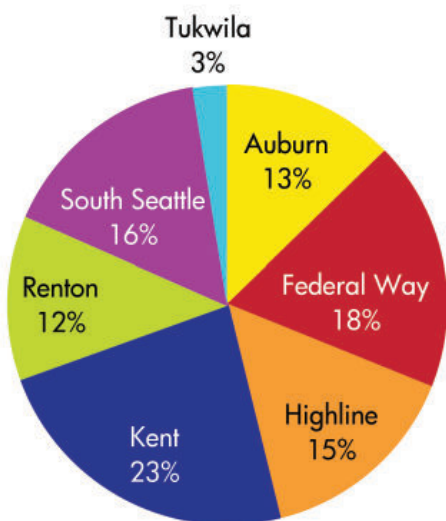
60% of students in the Road Map Region are **students of color**

54% of students in the Road Map Region are **low-income**

167 different primary languages are spoken in the Road Map Region

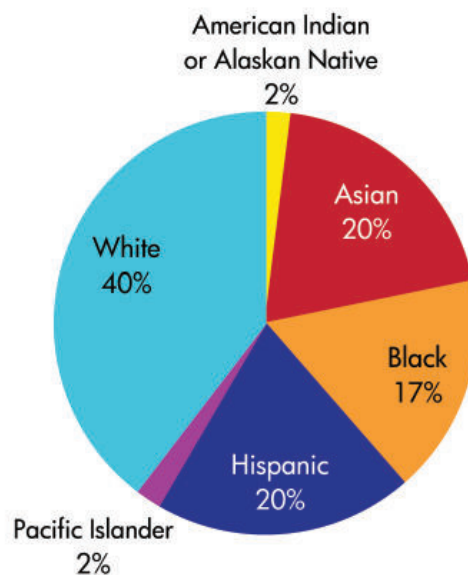
17% of students in the Road Map Region are **ELL students**

Exhibit 1: Road Map Region K-12 Students by District



Source: OSPI Washington State Report Card, 2009-2010

Exhibit 2: Road Map Region K-12 Students by Race/Ethnicity



Source: OSPI Washington State Report Card, 2009-2010



THE NEED & THE OPPORTUNITY

Historically, local communities developed education systems so that their children could learn the skills needed to secure a job in the local economy – a job that paid enough to support a family. There was a symbiotic relationship between the labor market and the education system. Today, that is no longer the case.

As the economy has rapidly evolved, becoming increasingly global and knowledge-intensive, the education delivery system has been slow to adapt. We must once again build the education system that can deliver the skill levels the economy demands.

The Georgetown University Center on Education in the Workforce projects that, **by 2018, 67% of the jobs in Washington State will require a college degree or a career credential.** This statistic is not surprising when you think about the type of industries that drive the Puget Sound economy. Our region is known for entrepreneurship and innovation. We are rich with high-tech firms in diverse sectors, all of which depend on a well-educated workforce.

This region boasts one of the best educated adult populations in the nation. Fifty-six percent of adults in Seattle and 47% of adults in King County have a bachelor's degree. However, **only one out of every four King County residents with a bachelor's degree or higher was born here.** Talented people move here from other states and countries for the great jobs that are available – we import talent at a much higher rate than most states. Many other regions have not had such a reliable supply of outside talent. Current trends in developing countries make our reliance on outside talent a significant economic risk for the future of our region. We need to start growing our own!

Reasons for the Road Map Project

- ★ All young people, regardless of race or ethnicity, deserve a first-rate education that will allow them to fully develop their human potential.
- ★ The Puget Sound regional economy requires an increasingly skilled workforce. We need our new generation to be our best educated.



Equity Matters

RACIAL EQUITY

The Road Map Project seeks to close the longstanding and unacceptable achievement gaps that exist between white students and students of color. Race and poverty level should not determine educational attainment. All students can learn and achieve at high levels if they are given the opportunity and the support. We have to confront our gaps, look at what our students need to succeed, and make changes in our institutions, practices, and policies to better serve students and their families.

REGIONAL EQUITY

We often hear people say we should not expect students from South King County and South Seattle to do as well as students from Mercer Island, Bellevue, or Issaquah. A problem with this thinking is that once kids transition from being students to job seekers, they enter the same competitive labor market as students from more affluent communities and families. It is a moral imperative that we provide all students in South King County and South Seattle an excellent education so they have the opportunity to participate in our economy and in our community.

The dramatic demographic shifts that have occurred in the US and in the Puget Sound over the last 30 years have changed the way we must approach education. Increasingly, the children of our region and our nation are non-white and are from low-income families. Our future depends on our ability to educate those who in prior generations have been left behind.

The Road Map Project Approach

We believe we can achieve the Road Map 2020 Goal by working together in five key areas:

- #1 Powerful Community Voice.** We need to strengthen public demand among parents, community members, students, and people from all sectors for excellence and equity.
- #2 Strong Data Capability.** Better use of data helps practitioners and community members see clearly what is working and what is not. We believe in setting targets and using data to track results and make changes as necessary. We must learn what works and spread it.
- #3 Funding Alignment.** Private and public funders can help accelerate progress by using the Road Map indicators as investment metrics and by supporting system-building strategies. Working alone, funders often reinforce silos. Working collectively, funders boost collective impact.
- #4 Increasing Committed Partners and Building Alliances.** The pace of progress will depend on the level of commitment to the Road Map 2020 Goal and targets from education institutions, youth development organizations, and other key stakeholders. Achieving our desired level of change will take massive and sustained effort. Success will only be possible with significant alignment among major implementers.
- #5 Building Stronger Systems.** The Road Map Project is setting system-level improvement targets and, with the help of Road Map Work Groups, creating Action Plans that will help propel progress.



COLLECTIVE ACTION

The idea of collective action is pretty simple. No single program, organization, or institution acting in isolation can bring about large-scale social change on their own. Community level change requires the concerted efforts of the many players who can contribute to better system performance to band together around a common agenda. Collective action is a new way of working that allows individual efforts to add up to big change.

In 2010, FSG's John Kania and Mark Kramer coined the term "collective impact" in their article by the same name, in the Stanford Social Innovation Review. A collective impact effort involves many players, spans across jurisdictions, and works towards a common goal with common ways to measure progress. This concept is fundamental to the Road Map Project.

Too often in education the work is done in disconnected silos. Early learning does not connect with the primary grades, nor do high schools align well with institutions of higher education. Community resources that are intended to help kids are often completely walled off from teachers and school leaders. Parents may or may not be engaged; the same is the case for many communities. So much power is wasted because there is no easy or organized way to work together. We have many high quality programs and individual schools, but somehow they don't add up to a highly effective cradle to college and career system. The result is that thousands of kids are left behind and fall through the cracks.

The Road Map Project is creating a common agenda and structures that will support collective action. If we act together in new and powerful ways, we can have a tremendous collective impact on the future of the young people and communities of our region.



The Road Map Project Team

Hundreds of committed individuals and organizations, who share a passionate interest in improving education in our region, are building and supporting the Road Map Project. Together, we are working to build our collective capacity and the action strategies needed to make major progress.

The ROAD MAP PROJECT TEAM



THE BASELINE REPORT: Targets + Indicators

What is the Baseline Report?

The Road Map Baseline Report is a snapshot of the state of student success in the Road Map Region. Unless otherwise noted, the 2009-10 school year is the “Baseline Year.” The Baseline Report presents the starting point for the Road Map indicators and gives us a point of departure against which we can measure progress over time. Throughout the Baseline Report, we present highlights of our Baseline Data. The full set of Road Map data will be available in the Baseline Technical Report in January 2012.

ROAD MAP INDICATORS OF STUDENT SUCCESS

The indicators of student success are individual data elements important to a student’s education success. They can be influenced by focused action and can be consistently tracked over time using available data. In 2010, several Work Groups, with help from the Education Results Network, studied the research and examined the indicators used by Strive in Cincinnati and other cradle to college and career initiatives. Each Work Group nominated a set of indicators, and the final list was approved by the Road Map Project Sponsors.

ROAD MAP TARGETS

In 2011, the Road Map Data Advisors helped to select a subset of Road Map indicators as on track indicators. When taken together, these on track indicators give a view of how students are doing from cradle to college and career. We are setting interim 2014 and 2017 targets and final 2020 targets for these on track indicators. We hope these will help mobilize and motivate our broader community to accomplish our overall Road Map 2020 Goal.

The 2020 performance targets for the on track indicators were developed by analyzing the achievement of students from the top 10 performing school districts in Washington State which, when taken collectively, already achieve twice the rate of postsecondary degree or credential attainment than students in South King County and South Seattle.

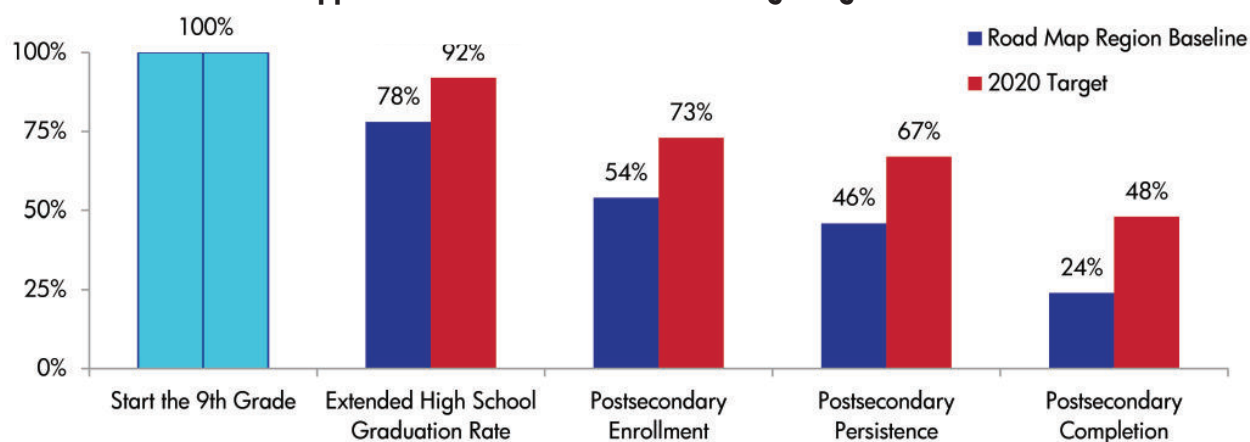


Since the Road Map Project aims to close achievement gaps by 2020, the targets are the same for all groups of students. To close achievement gaps, however, the rates of progress required will be higher for students of color and low-income students than the improvement rate required for all students.

Exhibit 3 below compares our 2020 targets with the Road Map Region Baseline Data for the on track indicators along the path from high school graduation to postsecondary completion. To set the Baseline for postsecondary enrollment, persistence in college, and degree completion, we take a cohort approach so that we could look at a recent group of high school graduates from the Road Map Region who have had enough time to achieve the various postsecondary milestones. For these indicators only, we use data on the class of 2004 to establish our Road Map Baseline.

Our Baseline Data capture the best available information on degree completion. As we collect reliable additional data on credentials and degrees earned by students from the class of 2004, we will refine these numbers in subsequent reports. Ultimately, we want our Baseline Data to capture the credentials they earn by the time they are 26 years old, keeping with the final postsecondary indicator: earn a college degree or a career credential by age 26.

Exhibit 3: What Happens to Kids on the Path to a College Degree or Career Credential?



Source: OSPI and The BERC Group, College Tracking Data Services

Our Framework



The Road Map Project takes a holistic approach – working from cradle to college and career. It sets forth a goal and a broad set of indicators of student success. The four sections of the Road Map—Healthy and Ready for Kindergarten, Supported and Successful in School, Graduate from High School – College and Career Ready, Earn a College Degree or Career Credential—are interconnected. They must work together in a cohesive, integrated way, and the transitions between each phase are especially important.

The goal and the set of indicators of student success form a framework for collective action. In the four sections that follow, we report on the Baseline Data for each part of the Road Map.

HEALTHY & READY FOR KINDERGARTEN

Early Childhood Indicators of Student Success

- ✓ Percent of children born with low birth weight (less than 5.5 pounds)
- ✓ Percent of eligible children enrolled in formal early learning programs
- ✓ Percent of students enrolled in full-day kindergarten

Why Being Healthy & Ready for Kindergarten is Important

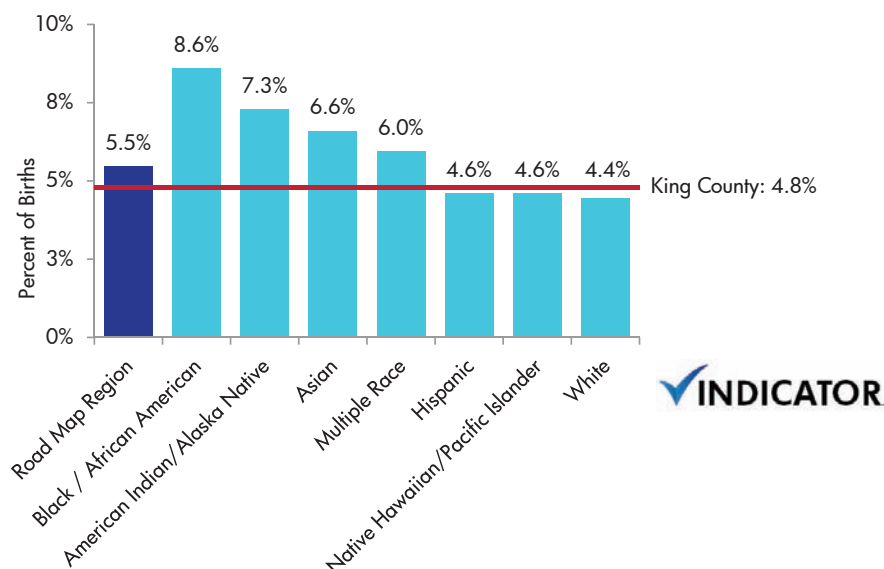
Research shows the critical importance of early childhood education. With effective early learning, children experience positive results that last into adulthood. Proper health care, starting with good prenatal care, is essential to ensure that all children get off to a good start. All too often, without good early learning opportunities, children start elementary school behind and never catch up. Effective early learning is the best way to fight achievement gaps – by never allowing them to start.

What the Baseline Data Tell Us

PRENATAL CARE IS CRITICAL

Good prenatal care can help ensure a child's development gets off to a good start. Research shows that children with low birth weight (less than 5.5 pounds) develop behind children with a healthy birth weight. In King County, 4.8% of children are born weighing less than 5.5 pounds. For children of color, the average is alarmingly higher. More than 7% of American and Alaskan Indian children and more than 8% of African American children are born with low birth weight.

Exhibit 4: Rates of Low Birth Weight by Race/Ethnicity



Source: King County Public Health, 2009-2010

Note: Singleton births of children born less than 2500 grams (about 5.5 pounds).

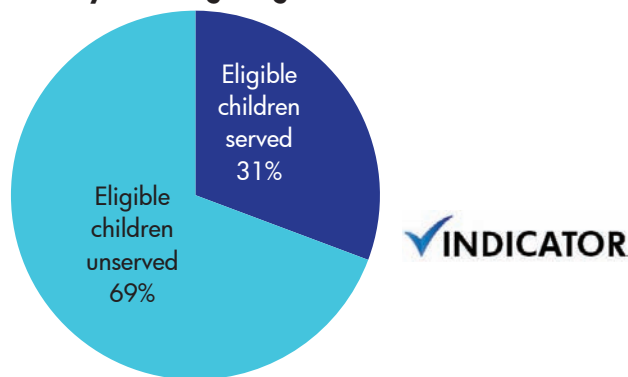
“ Research and common sense tells us that health and education outcomes are closely linked. Education is one of the most powerful determinants of our health and quality of life, healthy kids are better learners.”

Dr. David Fleming, Director and Health Officer, Public Health - Seattle & King County

THE MAJORITY OF LOW-INCOME CHILDREN ARE NOT IN FORMAL EARLY LEARNING PROGRAMS

Most low-income children are not in any formal early education program. Statewide, only 30% of eligible students are in a formal early education program. In the Road Map Region, a similarly-low 31% of eligible children are served by either a Head Start program, Early Childhood Education Assistance Program (ECEAP), or Seattle Step Ahead program, though rates vary considerably by school district.

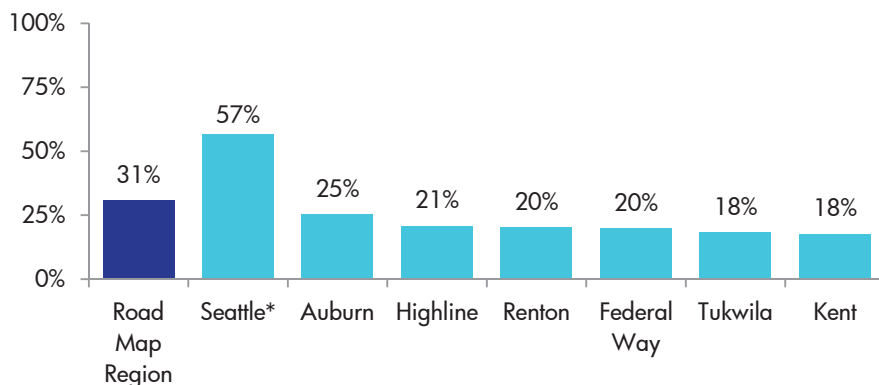
Exhibit 5: Low-Income Children Enrolled in Formal Early Learning Programs



Source: Puget Sound Educational Service District and City of Seattle, 2009-2010

Note: Programs include Early Childhood Education and Assistance Program, Head Start, and Seattle Step Ahead. Seattle data are for the entire Seattle School District.

Exhibit 6: Low-Income Children Enrolled in Formal Early Learning Programs by District



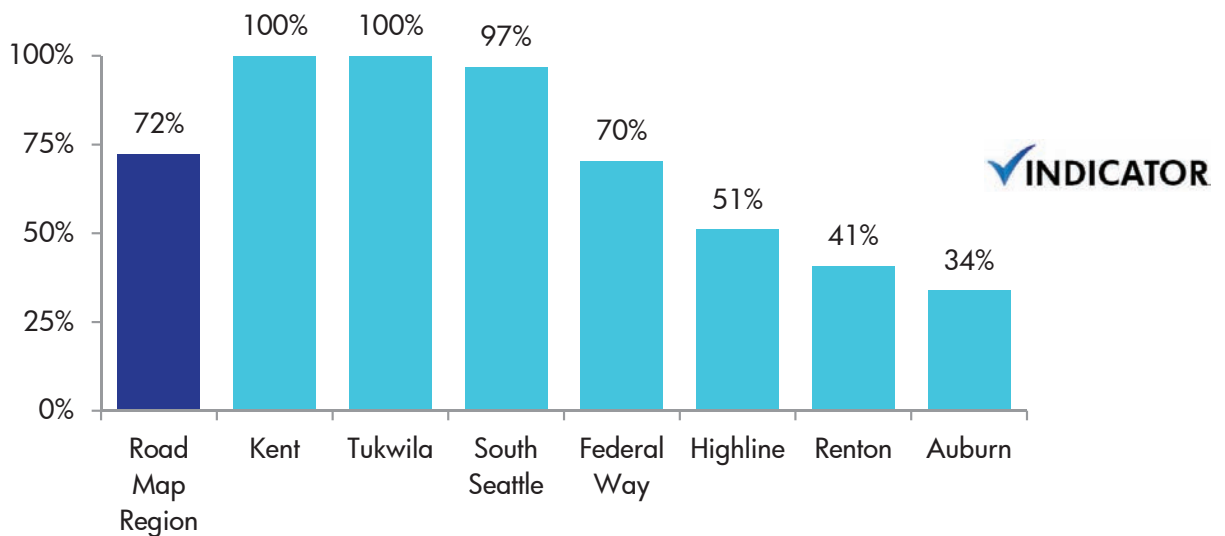
Source: Puget Sound Educational Service District and City of Seattle, 2009-2010

Note: Programs include Early Childhood Education and Assistance Program, Head Start, and Seattle Step Ahead. Seattle data are for the entire Seattle School District.

MANY CHILDREN ARE NOT IN FULL-DAY KINDERGARTEN PROGRAMS

In the Road Map Region, the percentage of kindergarten students who attend full-day programs varies greatly by school district. Districts take varied approaches to ensure that students get started on the right foot, in part, due to different levels and sources of funds, and different policy and budget decisions. Additional funding, provided by the State, is designed to increase the availability of full-day programs.

Exhibit 7: Kindergarten Students Attending Full-Day Kindergarten



Source: Districts and OSPI, 2009-2010



Collective Action Needed

Since roughly 30% of students are enrolled in formal early learning programs, we must engage our whole community to reach the other 70%. Thousands of students are served by informal early care arrangements, commonly referred to as Family, Friend, and Neighbor (FFN) care. This reality makes parent engagement in early literacy, as well as the active involvement of libraries, youth development organizations, health professionals, and home visitation efforts absolutely critical to making progress and reaching all kids. Through collective action, we can build bridges from prenatal care through 3rd grade, between informal childcare providers, formal early learning programs, and our early grades, and get students on the path to early academic success.



How Improved Data Will Help

WASHINGTON'S DEPARTMENT OF EARLY LEARNING: Starting to Build a System

In 2006, Washington State acknowledged the importance of early learning by creating the Department of Early Learning (DEL). In partnership with Thrive by Five, DEL is working to build a much stronger early childhood education system aimed at ensuring that all Washington kids are ready for success when they enter kindergarten. Improving the quality, availability, and use of data is key to achieving that overall goal.

WaKIDS

A major component of the State's system building strategy is to improve quality by focusing on better use of data. After years of work, the new Washington Kindergarten Inventory of Developing Skills (WaKIDS) was piloted in 2010, and is now in its first year of voluntary implementation as a statewide kindergarten readiness assessment. In 2012, it will be required in all State-funded full-day kindergarten classes. With this tool, kindergartners will be assessed in four separate domains: 1) physical well-being and health, 2) social and emotional development, 3) cognition and general knowledge, and 4) language, communication, and literacy.

By assessing students when they enter kindergarten, teachers can better understand the needs of each student. Further, if these data are shared with early learning providers, those teachers and administrators can obtain feedback on how well they have prepared their students, and use that information to continually improve their programs. Kindergarten readiness is an important Road Map on track indicator. In 2012, a Baseline and 2020 target will be determined, with the help of Road Map Work Groups.

QRIS

Another major component of the State's kindergarten readiness strategy is improving the quality of licensed child care. To help raise the level of care, the State is expanding Washington's Quality Rating and Improvement System (QRIS). This is a system of standards and training supports used to rate child care providers and help them improve. By late 2012, ratings will begin to be available to the public. Having both WaKIDS data and QRIS ratings will provide much needed information upon which to build a high-performing early learning system.

SUPPORTED & SUCCESSFUL IN SCHOOL

Once children reach the K-12 system, they must be well supported, both in and out-of-school. They must receive excellent academic instruction that engages them as learners, each and every year they are in school. Social and emotional health must also be effectively addressed. Everyone has a role to play in ensuring student success!

Reading Indicators of Student Success

- ✓ **Percent of students meeting standard in 3rd grade reading**
- ✓ **Percent of students meeting standard in 6th grade reading**

Reading

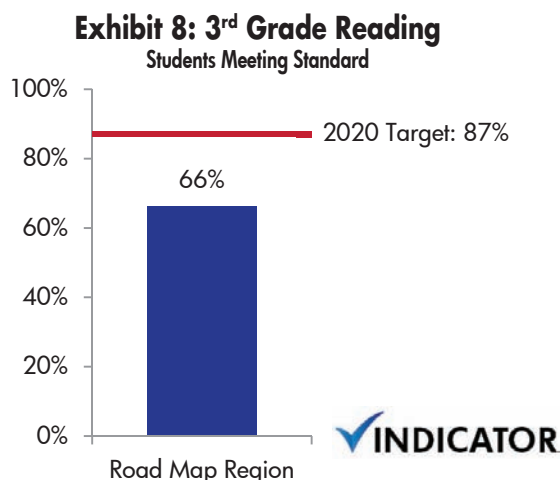
WHY READING PROFICIENCY IS IMPORTANT

First, students learn to read. By the end of 3rd grade, students read to learn. It is critical for a child's ongoing success in school that he or she gets a good start on early literacy. The number one job in elementary education is to teach kids to read well by the end of 3rd grade. Reading skills are the key foundation for everything that follows. We have work to do in our region to meet this challenge, and it will take a tremendous team effort.

WHAT THE BASELINE DATA TELL US

An early and important indicator of reading skills is student performance on the State's 3rd grade reading assessment. Exhibit 8 shows that, within the Road Map Region, 34% of students failed to meet the State standard. Students not meeting the standard are disproportionately low-income and non-white. There is a large gender difference apparent by 3rd grade as well. Exhibit 9 shows the breakdown of 3rd grade reading by gender, race/ethnicity, and income level.

Even fewer students met the 6th grade reading standard (see Exhibit 10), reflecting a downward trajectory of achievement and highlighting the need for improvement and collective action.

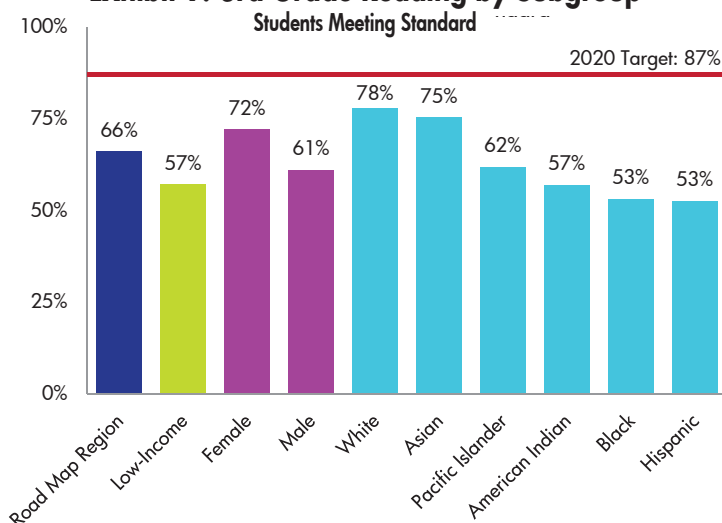


Source: OSPI MSP, 2009-2010

“The King County Library System is focused on early literacy. Last year, over 46,000 students in King County participated in the Library’s Summer Reading Program. It is one example of community partners working together to make our region the nation’s best place to learn and enjoy the written word.”

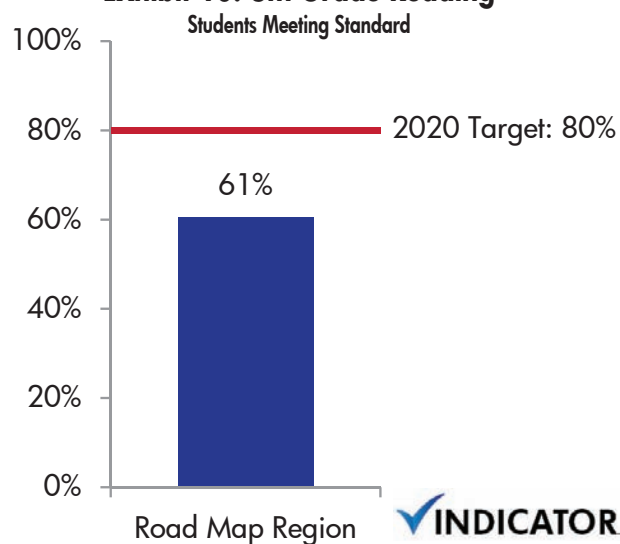
Bill Ptacek, Director, King County Library System

Exhibit 9: 3rd Grade Reading by Subgroup



Source: OSPI MSP, 2009-2010

Exhibit 10: 6th Grade Reading



Source: OSPI MSP, 2009-2010



AUBURN FOCUSES ON EARLY LITERACY & 3RD GRADE READING

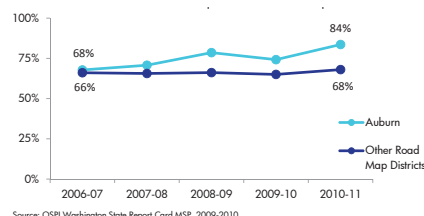
The Auburn School District focuses on early literacy using a two-pronged approach: improving kindergarten readiness and powerful primary grade teaching. The resulting improvements in early literacy have been significant. Comparing 3rd grade reading scores, Auburn has made big gains (increasing from 68% to 84% proficient over four years) while the rest of the region has remained flat. Auburn’s progress was even faster for low-income students, closing the achievement gap by half.

Help Students Arrive Ready to Learn. The District has a unique partnership with independently run preschools to strengthen instruction. It funds professional development and provides instructional materials. The District also offers literacy screenings for kids entering kindergarten, and provides a pre-kindergarten course for at-risk students before the school year starts.

Powerful Teaching. The District is expanding full-day kindergarten and has worked to ensure uniform quality of early literacy instruction. New assessments allow teachers to know the literacy level of each student. Teachers also have time for collaboration and other supports to use these data to improve the quality of instruction.

Trends in 3rd Grade Reading Achievement

Auburn School District Compared to Other Road Map Districts



Source: OSPI Washington State Report Card MSP, 2009-2010

English Language Learner Indicator of Student Success

- ✓ **Percent of ELL students who gain one or more level of English proficiency each year**

English Language Learners

WHY SUPPORTING OUR ENGLISH LANGUAGE LEARNERS IS IMPORTANT

The South King County and South Seattle region is one of the most diverse in the country. The Road Map Region is home to almost 20,000 English Language Learners (ELL) who speak more than 160 different languages. Some of these students are immigrants and refugees, and many are first-generation Americans. When we use the term “ELL student,” we mean those students who are in the State-funded English language acquisition program.

Exhibit 11 below shows the breakdown of languages spoken in the Road Map Region. Particularly noteworthy is that of 167 total languages spoken, 41% of ELL students are Spanish speakers, and 20% speak one of 157 other languages! At the school district level, this often means that a handful of kids or fewer speak one primary language, presenting challenges for teachers and support providers.

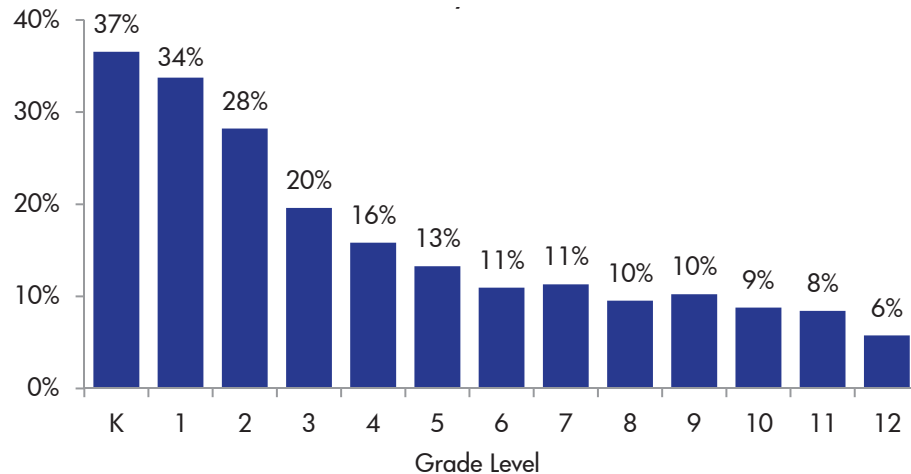
Exhibit 11: Primary Languages in Road Map Region

Rank	Primary Language (other than English)	Number with Primary Language	Percent of Students
#1	Spanish	16,109	41%
#2	Other (One of 157 other languages)	7,895	20%
#3	Vietnamese	4,317	11%
#4	Somali	2,576	7%
#5	Ukrainian	1,971	5%
#6	Russian	1,543	4%
#7	Tagalog	1,389	4%
#8	Chinese-Cantonese	1,218	3%
#9	Punjabi	1,176	3%
#10	Korean	1,049	3%

Source: School Districts and OSPI, 2009-2010

Most students enter the formal ELL program in kindergarten and most reach English language proficiency in three to five years. Students are tested annually to measure their gains in English language proficiency. Students who enter high school with low levels of English proficiency face much greater challenges. Exhibit 12 displays the distribution of ELL students by grade level, highlighting the large number of ELL students in K-3rd grade.

Exhibit 12: ELL Students by Grade Level



Source: School Districts and OSPI, 2009-2010

Exhibit 13 below shows the number of ELL students by district within the Road Map Region. Percentages of ELL students in each district range from 12% (Auburn) to 34% (Tukwila).

Exhibit 13: ELL Students by School District

District	Total Enrollment	Number of ELL Students	Percent of ELL Students
Tukwila School District	2,935	998	34%
Highline School District	17,491	3,735	21%
South Seattle	18,441	3,914	21%
Kent School District	27,096	4,085	15%
Renton School District	14,037	2,037	15%
Federal Way School District	21,350	2,880	13%
Auburn School District	14,785	1,737	12%
Total	116,135	19,386	17%

Source: OSPI, 2009-2010

Addressing the Needs of ELL Students

Children who immigrate to the United States and enroll as ELL students come from a variety of circumstances, varying by the level of education in their native country, their native language proficiency, and their skill levels in different content areas. Some students have had their formal education significantly interrupted. All of these experiences impact an ELL student's individual academic needs.

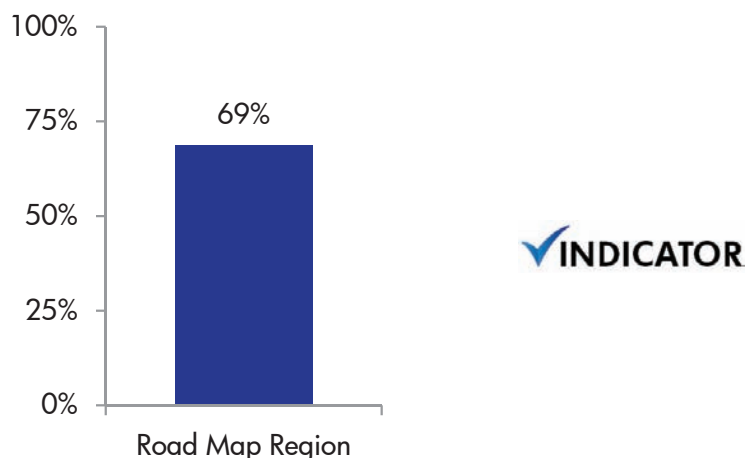
School District Responses

As our ELL student population has grown, school districts need more teachers who are trained to teach English, including teachers who teach a wide range of academic subjects. This is important because most ELL students spend the majority of their time in regular classes. In some places, such as California, almost all teachers are required to have such training. In addition to improved instruction, there is a need for improved data to assess student progress, both when students are in the program and when they transition out.

WHAT THE BASELINE DATA TELL US

The Baseline Data on the ELL indicator show the need to improve ELL instruction and supports, especially for kids who enter as older students and whose native language literacy is weak. The Road Map ELL Work Group is focused on developing better indicators for use in assessing ELL student performance.

Exhibit 14: ELL Students Who Gained One or More Levels of English Proficiency



Source: OSPI WLPT for K-12 ELL students, 2009-2010

COLLECTIVE ACTION IS NEEDED

ELL students and their families need support both in and out-of-school. Youth development organizations, as well as immigrant and refugee service and advocacy organizations, can provide valuable out-of-school support and are often a trusted bridge to engage parents in support of their child's education and to successfully navigate school bureaucracies. Policies and approaches to accelerate ELL student learning must be reviewed and improved. This will only happen with significant community pressure.



BRIGHT SPOT

KENT SCHOOL DISTRICT IS TRAINING MORE ELL TEACHERS

Kent School District understands the importance of developing teachers who are prepared to serve their growing number of ELL students. In 2009, the District began a partnership with Heritage University to increase the number of staff with an ELL endorsement for their teaching certificate. Since the program began, 43 teachers have completed the endorsement, and 22 are currently enrolled in the program.

“The Road Map region is home to thousands of students for whom English is not their first language. Families have come to America from every corner of the world seeking a better life and an excellent education for their children. As educators, it's imperative we step up to this challenge, improve instruction for these incredibly diverse students, and ensure they are all college and career ready, because college and career training is becoming the price of admission to the job market in a knowledge-based economy.”

Dr. Edward Lee Vargas, Superintendent Kent School District

STEM Indicators of Student Success

- ✓ Percent of students proficient in 4th grade math
- ✓ Percent of students proficient in 5th grade science
- ✓ Percent of students proficient in 7th grade math
- ✓ Percent of students proficient in 8th grade science

Science, Technology, Engineering & Math (STEM)

WHY STEM EDUCATION IS IMPORTANT

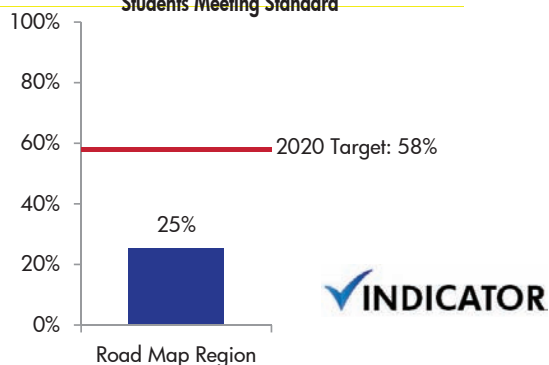
STEM education is important because it can open the door to college success, as well as numerous career pathways. Our region is full of STEM jobs, and we owe it to the students growing up here to give them a solid math and science foundation.

WHAT THE BASELINE DATA TELL US

The Road Map Region should be among the nation's best in math and science. However, we are not. The race and ethnic achievement gaps in math and science are the worst of our region's disparities. Science achievement is very poor overall, particularly for students from low-income families.

Exhibit 15: 5th Grade Science

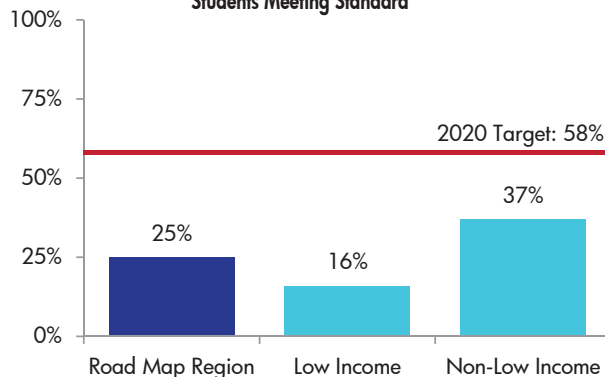
Students Meeting Standard



Source: OSPI MSP, 2009-2010

Exhibit 16: 5th Grade Science by Income Level

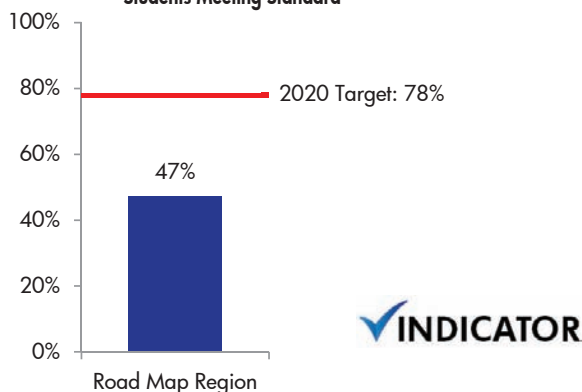
Students Meeting Standard



Source: OSPI MSP, 2009-2010

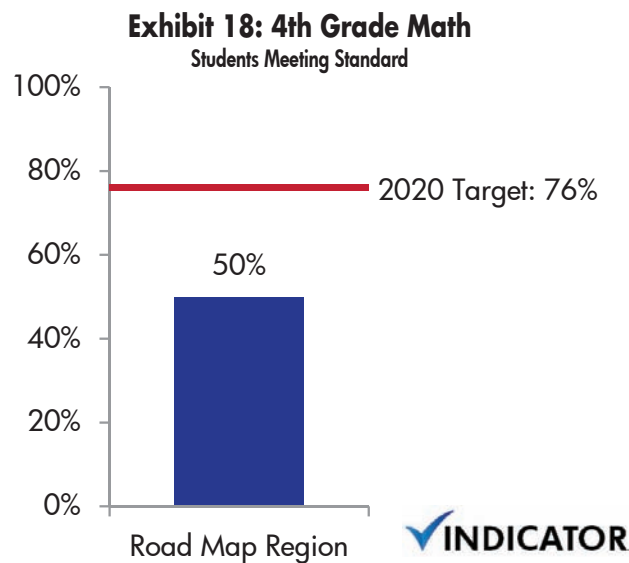
Exhibit 17: 8th Grade Science

Students Meeting Standard

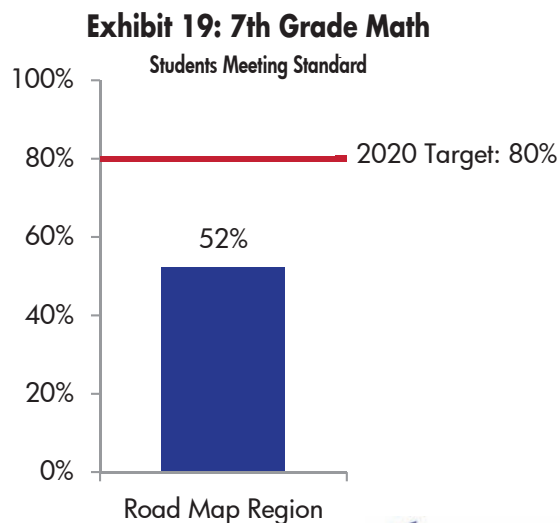


Source: OSPI MSP, 2009-2010

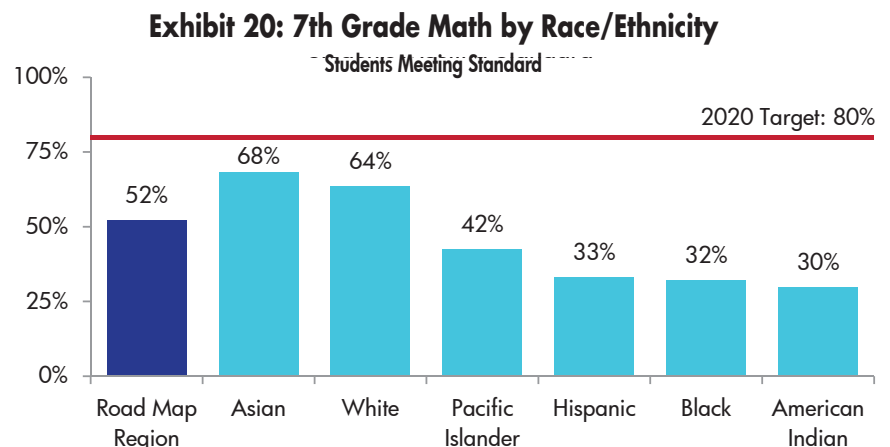
Approximately half of the students in the Road Map Region failed to meet State math standards. Only one-third of Hispanic, black, and American Indian students are meeting the 7th grade math standard.



Source: OSPI MSP, 2009-2010



Source: OSPI MSP, 2009-2010



Source: OSPI MSP, 2009-2010

“While Washington ranks fourth in the country in technology-based corporations, we fall to 46th when it comes to participation in science and engineering graduate programs. We need to prepare all kids, particularly those who are underserved and underrepresented in STEM, for the opportunities generated in our state’s innovation economy.”

Julia Novy-Hildesley, CEO, Washington STEM

“ Our people are our strategic advantage. Boeing is growing and will require thousands of knowledgeable and skilled workers in the years to come. To attract and retain tomorrow’s most talented and diverse workforce, we need to start today. Just as the race to the moon inspired past generations, Boeing seeks to excite today’s youth about careers in aerospace and manufacturing so that they will be ready to enter the STEM workforce. ”

Michael Greenwood, Senior Manager for Boeing Commercial Aircraft Manufacturing & Quality, The Boeing Company

COLLECTIVE ACTION IS NEEDED

We won’t make dramatic gains or close the achievement gaps without a new approach that harnesses the best from teaching, industry, community supports, and parent engagement. We need quality instruction that engages students and shows them the relevance of what they’re being taught. The walls between schools and the region’s STEM industries and research institutions must come down so that expertise and excitement can be shared across classrooms, labs, and the shop floor. We must open the doors to STEM careers for the children of this region.



RENTON’S STEM LEADERSHIP

The Renton School District is laser-focused on quality teaching in math and science. Several years ago, the District created a partnership with Seattle University. Since then, 72 teachers in Renton schools have earned math teaching credentials. Renton has also partnered with both the University of Washington School of Education and the world famous Institute for Systems Biology to help their teachers build subject matter knowledge and improve their teaching practice. This is the type of system-building work we need to do throughout the Road Map Region.



Risk and Graduation Indicators

- ✓ **Percent of 9th grade students triggering Early Warning Indicator Part 1 (have six or more absences and at least one course failure)**
- ✓ **Percent of 9th grade students triggering Early Warning Indicator Part 2 (have one or more suspension and/or expulsion)**
- ✓ **Percent of high school students who graduate high school on-time**

Supporting High School Graduation

WHY MONITORING RISK FACTORS IS IMPORTANT FOR HIGH SCHOOL DROPOUT PREVENTION

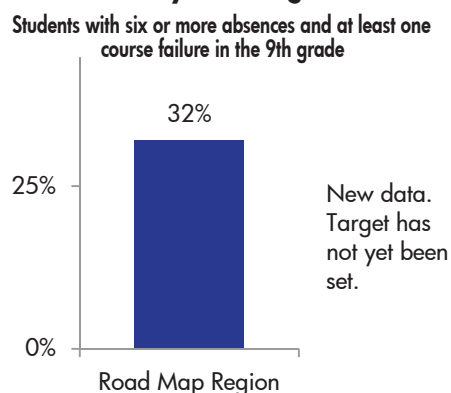
Many factors can affect whether or not a student progresses through high school and graduates. Research by the University of Washington's Dr. Mary Beth Ceilio has focused on identifying early warning signs that predict high school dropout rates. Many districts and their community-based partner organizations have begun using early warning data to help students get back on track and graduate from high school. If detected early, problems can often be identified and effectively addressed.

WHAT THE BASELINE DATA TELL US

Early Warning Indicator #1

Missing school and failing courses get students off-track and make it difficult for them to catch up. Students trigger the first part of the Road Map's early warning indicator by missing at least six days of school and failing at least one course in the 9th grade. Overall, 32% of students in the region met these criteria, triggered this early warning indicator, and should be provided special support.

Exhibit 21: Early Warning Indicator #1

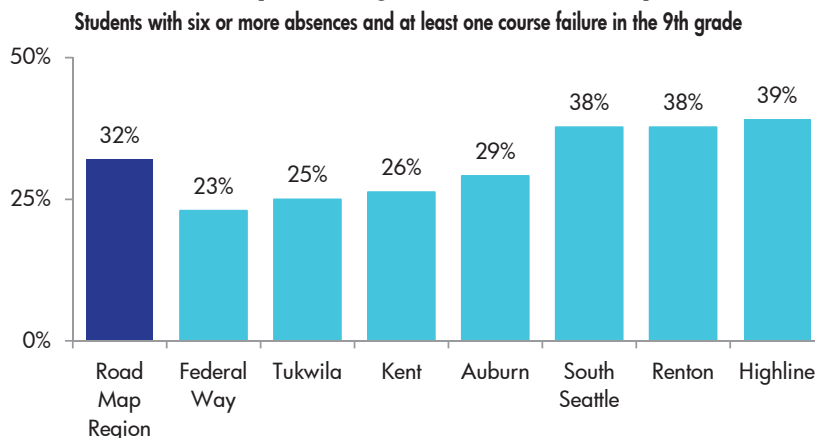


Source: School Districts and OSPI, 2009-2010

Note: There was a problem with Federal Way's relevant data in the State database. Accordingly, for Federal Way, we only used the District's data, which were provided through a different mechanism.



Exhibit 22: Early Warning Indicator #1 Data by District



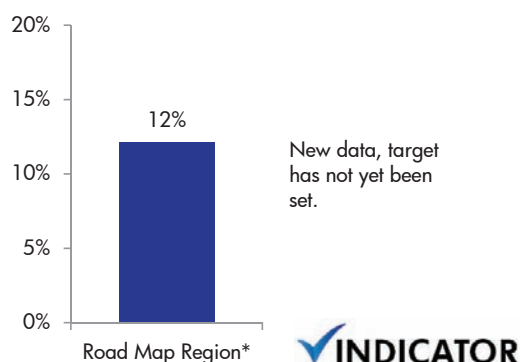
Source: School Districts and OSPI, 2009-2010

Note: There was a problem with Federal Way's relevant data in the State database. Accordingly, for Federal Way, we only used the District's data, which were provided through a different mechanism.

Early Warning Indicator #2

Disciplinary actions also are predictive of dropping out of high school. Ninth grade students trigger the second part of the Road Map's early warning indicator if they receive a suspension or are expelled from school.

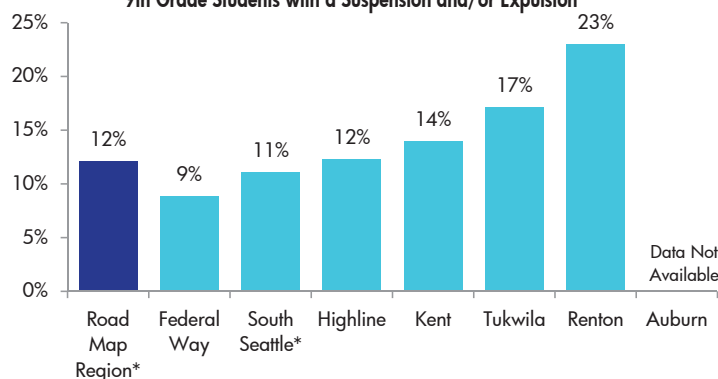
Exhibit 23: Early Warning Indicator #2
9th Grade Students with a Suspension and/or Expulsion



Source: School Districts and OSPI, 2009-2010

*Note: Data were not available for discipline in Auburn or in-school suspensions in South Seattle.

Exhibit 24: Early Warning Indicator #2 by District
9th Grade Students with a Suspension and/or Expulsion



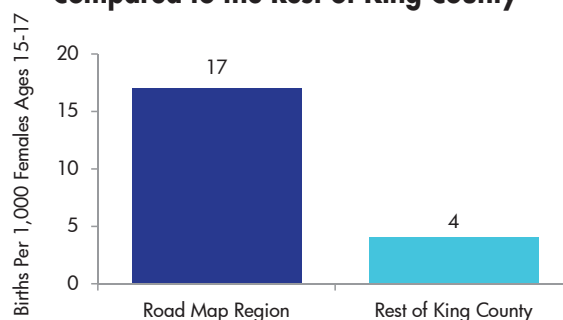
Source: School Districts and OSPI, 2009-2010

*Note: Data were not available for discipline in Auburn or in-school suspensions in South Seattle.

Teen Birth Rate

Female teenagers in the Road Map Region, between ages 15 and 17, give birth at a rate greater than four times the rest of King County. Teen pregnancy can pose a significant barrier to graduation and should be considered a risk factor for high school dropout.

Exhibit 25: Teen Birth Rate in the Road Map Region Compared to the Rest of King County



Source: Birth Certificate Data: Washington State Department of Health, Center for Health Statistics. 2000-2009 Population Estimates: Provisional, APDE 10/2011. Prepared by: Public Health - Seattle & King County; Assessment, Policy Development & Evaluation Unit, 11/2011.



AN EARLY WARNING SYSTEM HELPS RENTON IMPROVE EXTENDED GRADUATION RATES

The Renton School District has developed supports to address each of the risk factors, including credit recovery courses (many offered online), overhauling its alternative education program, and helping students transition to high school. With these efforts in place, the District's extended graduation rates improved significantly over the last two years, increasing from 81% to 93%. The rest of the Road Map Region has also made progress over this time period, with extended graduation rates increasing from 78% to 85%. Renton's improved rates have been most significant for the district's Hispanic and black students, jumping from 64% to 92% and from 63% to 88%, respectively.

WHY HIGH SCHOOL GRADUATION IS IMPORTANT

Graduation from high school is one of the most important milestones in a student's life. Earning a high school diploma increases lifetime earnings and opens the door to many education and career-related opportunities.

WHAT THE BASELINE DATA TELL US

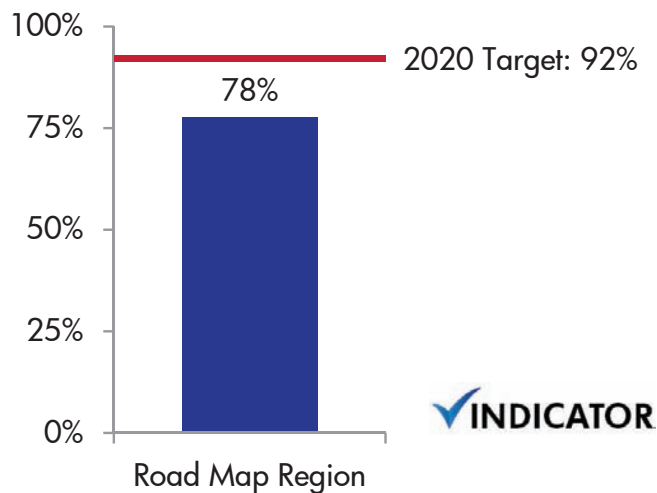
Region-wide, 78% of 9th grade students graduate from high school on-time. Specific districts (Exhibit 27) and ethnic/racial groups (Exhibit 28) are graduating at rates far below the Road Map average.



On-Time vs. Extended Graduation Rates

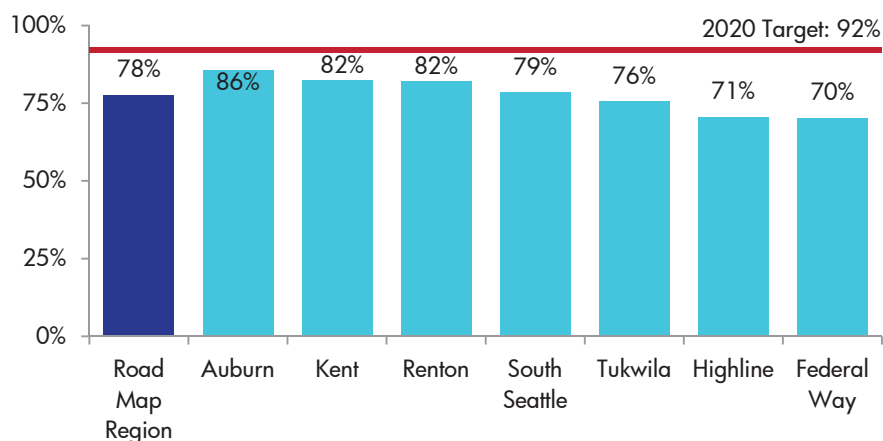
The on-time graduation rate measures the percentage of students who receive a high school diploma within four years of starting the 9th grade. These students graduate with their expected class. The extended graduation rate includes students who graduate "on-time" plus students who graduate in the following few years. Students have until age 21 to earn their diploma. Extended graduation rate data for the Road Map Region will be available in the Baseline Technical Report.

Exhibit 26: On-Time High School Graduation Rate



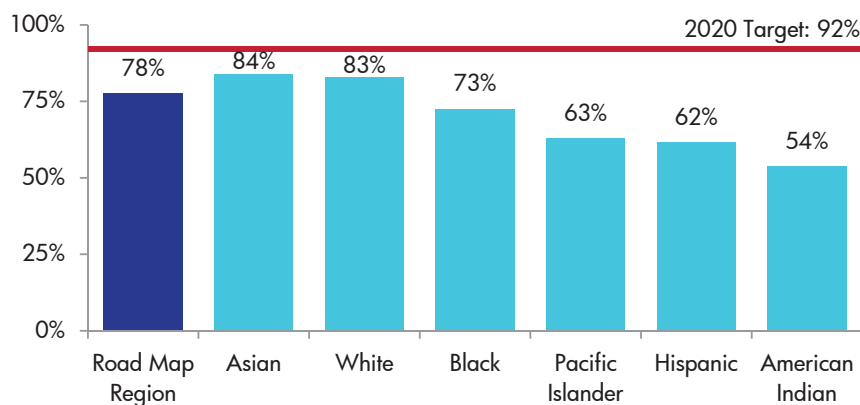
Source: OSPI, 2009-2010

Exhibit 27: On-Time High School Graduation Rate by District



Source: OSPI, 2009-2010

Exhibit 28: On-Time High School Graduation Rate by Race/Ethnicity



Source: OSPI, 2009-2010



COLLECTIVE ACTION IS NEEDED

Our region has major work to do to ensure that vastly more students graduate from high school. Research suggests that students fail to graduate for many reasons, ranging from lack of course relevance to the lack of strong relationships. Many districts, with help from community providers, are doing great dropout prevention work. The results of this work will show up in improved on-time and extended graduation rates.



BRIGHT SPOT

YOUTH PROGRAM QUALITY ENHANCEMENT INITIATIVE

Measuring the impact that youth development organizations have made for young people participating in their programs is a constant challenge. Research has shown that positive outcomes are more likely to occur for young people when elements of a high quality program are present. The Youth Program Quality Enhancement Initiative (YPQEI), using tools and resources from the Weikart Center for Youth Program Quality, is engaging organizations across King County to employ the elements of high quality programs. The YPQEI is supported by the Raikes Foundation, OSPI, and Schools Out Washington.



Parent Engagement Indicator

- ✓ **Percent of parents who believe a college degree is important and actively support their child's education**

Parent Engagement

WHY PARENT ENGAGEMENT IS IMPORTANT

The strong participation and engagement of a parent or guardian is critical for student success. In 2009, a large public opinion research poll was conducted with 1,195 interviews of parents in the Road Map Region. The survey was weighted to accurately reflect the population distribution of parents in the survey area based on US Census American Community Survey data. In addition, six focus groups were conducted with key groups: lower income white parents, African American parents, Hispanic/Latino parents moderated in Spanish, Vietnamese parents moderated in Vietnamese, and Somali parents (one each among men and women) moderated in Somali.

CREATING AN "ENGAGED PARENT" METRIC

With the help of many people working on the Road Map Project, a measure of K-12 parent engagement was developed for inclusion in the Road Map indicators. An engaged parent is defined as someone who provides the listed answers to the following questions.

Exhibit 29: Engaged Parent Survey Responses

Survey Question	Answer
I talk to my children about the importance of doing well in school	Strongly agree
I regularly check with my child to see if he or she has completed their homework	Strongly agree
I regularly help my child with homework	Somewhat agree OR strongly agree
I consider myself very involved in my child's education	Somewhat agree OR strongly agree
I know how well my child is doing in school	Somewhat agree OR strongly agree
How important is it to you that your children go to college or a trade or technical school after high school?	Very important
How important is a college education today?	Very important

WHAT THE BASELINE DATA TELL US

According to the 2009 Road Map parent public opinion research poll, **51% of the K-12 parents in the survey meet the described definition of an "Engaged Parent."** The indicator may seem like a "high bar," but we consider it appropriate, given the critical role parents play in student success.

“Community Schools Collaboration helped create the Road Map and now we are aligning our work to improve many of the indicators of student success. Having a common results framework with our schools helps us focus our work and increase our impact.” ”

– Deborah Salas, Executive Director, Community Schools Collaboration

Critical Community Supports

YOUTH DEVELOPMENT ORGANIZATIONS MAKE A HUGE DIFFERENCE IN THE LIVES OF YOUNG PEOPLE

Every day, young people fill more than half of their waking hours doing something other than going to school or sleeping. Fortunately, high quality youth development organizations are here to help our youth, supporting gains in skills, social and emotional competencies, and healthy relationships. They significantly contribute to young people’s success in education and in life.

YOUTH DEVELOPMENT ORGANIZATIONS ARE COMING TOGETHER ACROSS KING COUNTY

More than 120 organizations, with annual budgets of more than \$500 million, are collectively serving thousands of youth across King County. Unfortunately, efforts are often unconnected. The Youth Development Executives of King County (YDEKC) is a new field-building effort that is partnering with the Road Map Project to identify better connections and improved metrics for the youth development field.





Social and emotional outcomes and 21st Century skills are Road Map indicators, but there are no agreed upon definitions or measurement tools for capturing this data. The Youth Development for Education Results workgroup (a partnership of YDEKC and the Road Map Project) is focusing efforts on building common measurement tools so that individual organizations can understand their impact. As a result, we will be able to track – and, more importantly, impact – social, emotional, and 21st Century skill development for youth throughout the Road Map Region.



BRIGHT SPOT

CITY OF SEATTLE FAMILIES & EDUCATION LEVY

In 1990, Seattle's voters approved the first Families & Education Levy, providing supportive programs to help kids succeed in school. Voters have since approved three Levy renewals. The recently approved 2011 Levy will invest \$230 million over seven years to improve outcomes across the full education continuum from cradle to college and career, with a new goal of ensuring all Seattle students graduate from high school college and career ready. The Levy's results-oriented approach aligns closely with the Road Map Project, using indicators to track progress and data to make continuous improvements. This is an unprecedented community investment in the future of our children.

GRADUATE FROM HIGH SCHOOL COLLEGE & CAREER READY

Graduate from High School College and Career Ready Indicators of Student Success:

- ✓ **Percent of students graduating high school meeting Higher Education Coordinating Board (HECB) minimum college admission requirements**
- ✓ **Percent of high school graduates who take developmental education courses in college**
- ✓ **Percent of eligible students signed up for the College Bound Scholarship**

Why Graduating from High School College and Career Ready is Important

High school graduation is an important milestone in life and should be a launching pad to postsecondary success, but too often our high school graduates are not ready for the demands of college or career training. Because obtaining a college degree or a career credential has become so important in today's economy, it is crucial that high schools ensure their students are getting the course content and the support they need to graduate college and career ready. Employers are demanding better skilled workers and colleges are demanding their entering students possess certain skill levels.

NOT ONE WEEK TO WASTE: URGENT ACTION IS NEEDED

Students in the high school class of 2014 are the leading edge of the Road Map Project. They are sophomores in high school now and in 2020 will be 24 years old – old enough to have earned a college degree or career credential. In 2020, we will evaluate the postsecondary attainment data for these students. Our ambitious but achievable goal is to double the number of students (compared to our Baseline) who earn a college degree or career credential. When we think about the class of 2014, we feel an extreme sense of urgency. Real change must occur – and occur fast – for these students to get the education they will need to truly succeed in life. After all, we only have a few short years to make an important difference in these kids' lives.

The phrase **“not one week to waste”** has become a Road Map mantra, inspired primarily by our focus on the class of 2014. These are kids who need better guidance, more rigorous high school courses, better access to advanced placement classes, help securing financial aid, and much more. They need this assistance today – not two years from now. Will our region rise to meet this challenge and support these students as they deserve? We believe we can, but time is short and there is not one week to waste!

COLLEGE: PARENTS WANT IT, STUDENTS WANT IT

People have varied perceptions about what parents and students think about education and the importance of going to college. However, we know that parents across the board place a strong value on college in general, and on the importance of postsecondary education for their children. According to a 2009 opinion research poll conducted in the Road Map Region, 87% of parents believe that a college education is very important. When asked how important it is that their children go to college or a trade or technical school after high school, 89% of parents responded that it is “very important.” For immigrant parents, that number rose to 95%.

Why Taking Rigorous Courses is Important

Taking rigorous courses in high school helps students achieve success in college. College admission officers consider a student's GPA in relation to the strength of their school's curriculum. Increasingly, community colleges are also looking at the content and the grading policies of their feeder high schools for placement. Taking "easy" classes limits a student's chance for success in college. Just because a student graduates from high school does not mean he or she is ready for college.

Too few of our region's students take challenging high school courses; many do not take a full load of classes. The results of poor course-taking patterns show up in high rates of remediation. Nearly half of students who enter community colleges directly from high school are not ready for college-level work. When students start college behind, they rarely complete a college degree. Fortunately, many of our school districts are raising the bar by offering more challenging classes so more students can graduate college and career ready.



BRIGHT SPOT

TUKWILA PLACED ON AP HONOR ROLL

In 2011, Tukwila School District was one of 367 public school districts across the country to be placed on the College Board's Annual AP District Honor Roll for significant gains in Advanced Placement access and student performance. With only one high school, Tukwila increased the number of students in AP classes from 45 to 70 in 2011, while improving the percentage of students earning AP Exam scores of 3 or higher from 16% in 2009 to 31% in 2011.





FEDERAL WAY CHALLENGES STUDENTS WITH ACADEMIC ACCELERATION

In 2009-10, all four of Federal Way's high schools were among the top 10% recognized nationally for the level of access to accelerated courses. Despite this progress, the District wanted more. Their School Board created the Academic Acceleration Initiative, which automatically enrolls all students who test at grade level in at least one accelerated course. This effectively makes accelerated courses part of the base curriculum for the District.

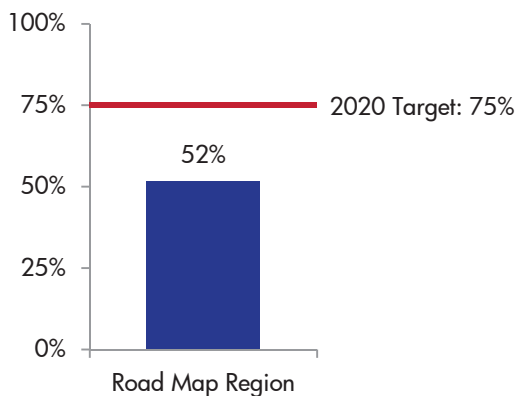
In the first year of the Initiative, enrollment of 11th and 12th graders in accelerated courses increased from 35% to 61%. Over 800 additional students took at least one accelerated course, enrollment for Hispanic students doubled. Even with so many new students taking these courses, exam passage rates have remained steady.

WHAT THE BASELINE DATA TELL US

Minimum Requirements vs. College Readiness

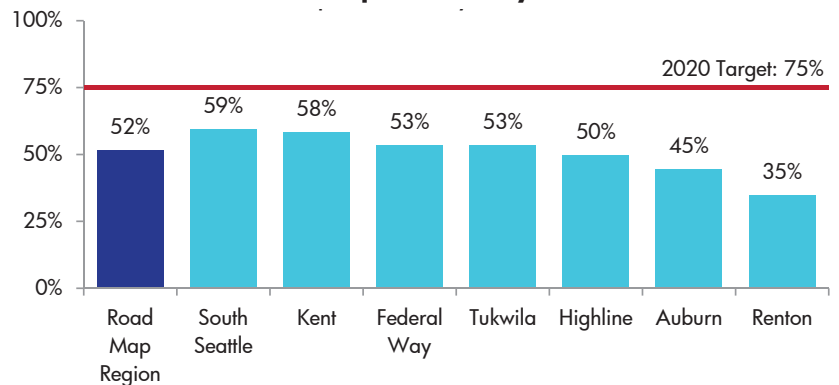
The State's Higher Education Coordinating Board (HECB) is responsible for establishing minimum admissions standards for the State's four-year colleges. The Board sets a course-taking floor, below which a student is ineligible to apply to college. It must be stressed that the term "minimum" is meant quite literally. HECB advises students to go well beyond the minimums with their high school course taking. However, on average, only 52% of Road Map Region graduates meet HECB minimum requirements for admission to a four-year college (see Exhibit 30).

Exhibit 30: High School Graduates Meeting HECB Minimum Requirements



Source: School Districts and The BERC Group, 2009-2010

Exhibit 31: High School Graduates Meeting HECB Minimum Requirements by School District



Source: School Districts and The BERC Group, 2009-2010

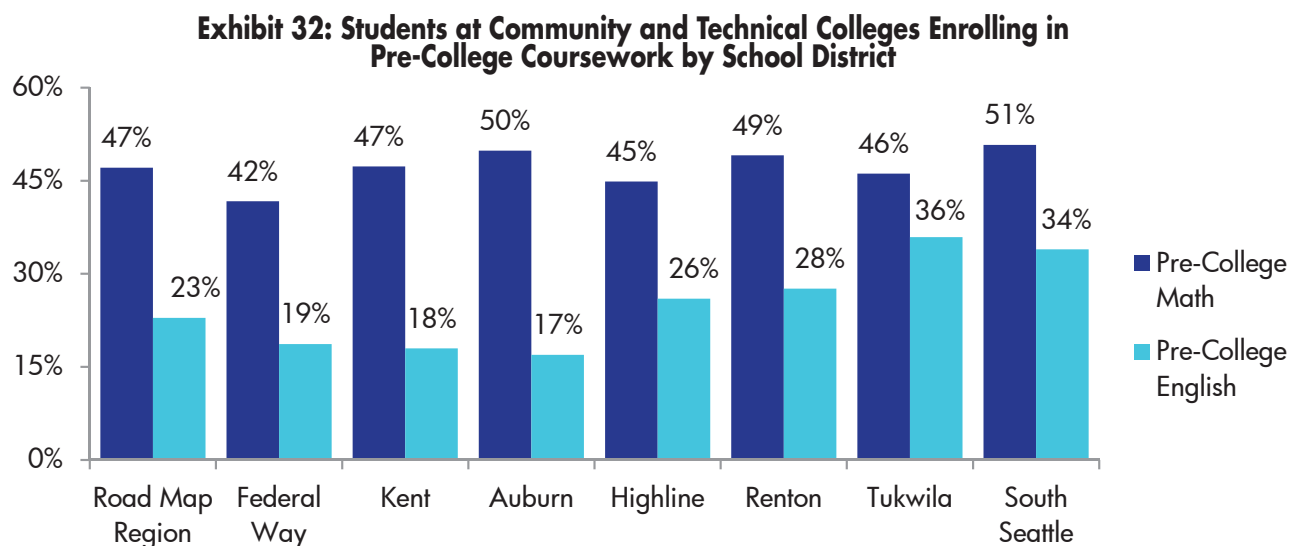


WASHINGTON STATE HECB MINIMUMS

The Higher Education Coordinating Board Minimums, also known as the College Academic Distribution Requirements, include:

- ★ 4 credits of English
- ★ 3 credits of mathematics (math through algebra II)
- ★ 3 credits of social science
- ★ 2 credits of science with labs
- ★ 2 credits of world language
- ★ 1 credit of arts

As Exhibit 32 shows, nearly half of Road Map graduates at two-year institutions enroll in pre-college math courses after graduating from high school. This is another proof point that students are graduating high school without being ready for college-level work.



Source: ERDC, 2009-2010

Note: Reflects enrollment in pre-college level courses at in-state public two-year institutions only.

MULTIPLE OPPORTUNITIES FOR CAREER SUCCESS

There are fantastic job opportunities requiring solid technical skills that can be gained by completing one-year certificate programs. There are also tremendous professional and technical credential offerings at community colleges as well as formal apprenticeship programs. We also have many strong high school Career and Technical Education (CTE) programs that do a great job engaging students and setting them on a clear career pathway.

A recent national report, *Pathways to Prosperity*, called for the United States to put greater focus on building rich, relevant pathways to sector-specific jobs with career advancement potential. Many students find an applied learning instructional approach more interesting and appropriate for their learning style. The Report highlights career pathways that offer a way to better connect schools to area employers and their skill requirements.

INDICATORS OF COLLEGE AND CAREER READINESS

The original Road Map indicators of student success include a variety of measures that, taken together, get at the overall college and career readiness of our high school graduates. We created indicators to:

- ★ Track courses that students are taking to make them eligible to apply to four-year colleges
- ★ Rates of remediation (pre-college course taking) required for students who enter two-year colleges
- ★ Rates of student completion of CTE programs of study

We established these multiple measures because we know that each student is unique, and that there are multiple ways to achieve postsecondary success.

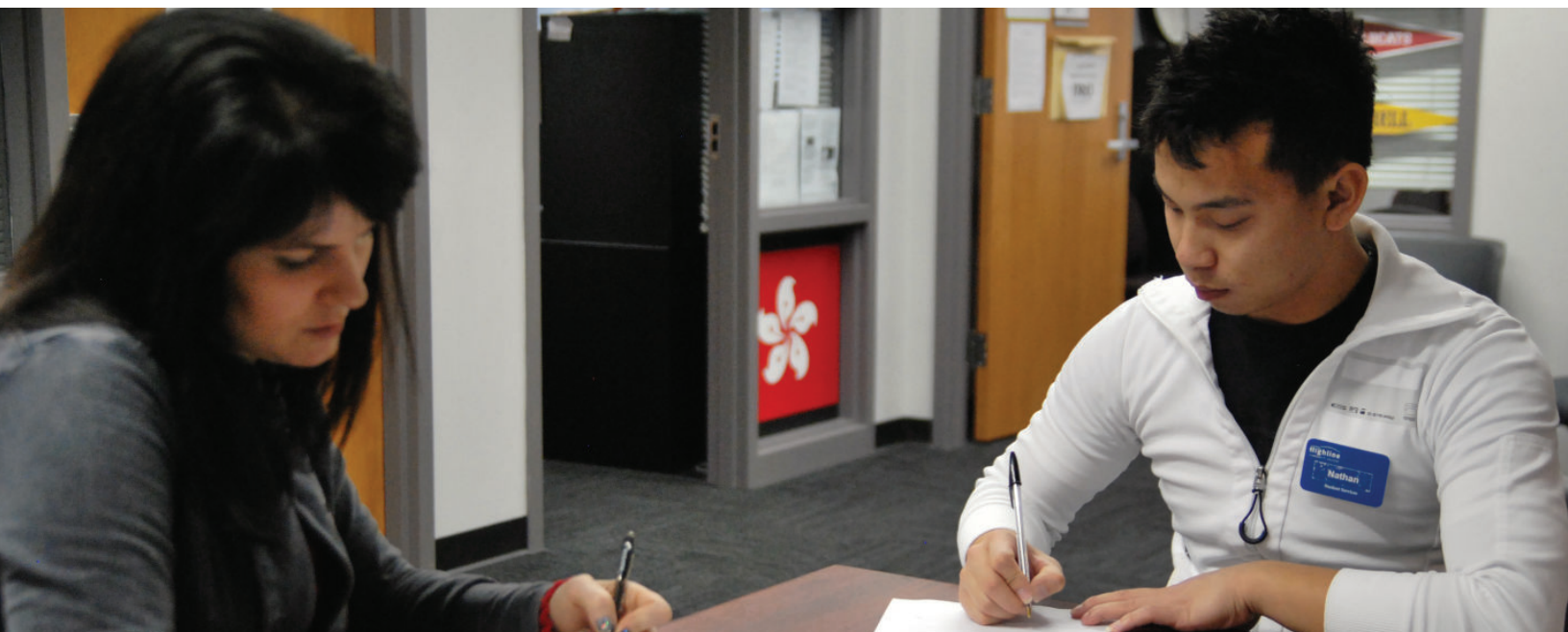
Next year, we will work toward establishing a new metric that blends multiple dimensions of college and career readiness. We also plan to delve more deeply into data around CTE programs offered to high school students and the number of high school graduates entering community college technical programs. Early information suggests that high school graduates tend not to enroll in technical programs, and are therefore missing out on opportunities to earn a good living as they continue to build skills and job experience.

College Affordability

WHY THE COLLEGE BOUND SCHOLARSHIP IS IMPORTANT

In the last three years, the Washington State Legislature has significantly cut funding for higher education. Many students are struggling financially, often taking out more loans and working longer hours to pay for rising tuition. In a recent survey of the Road Map Region, parents were asked how likely they thought it was that their child would go to college or a trade or technical school after high school. Sixteen percent said that it was “not at all likely” or was “somewhat unlikely.” In explaining why, most parents said that it is too expensive or that they cannot afford it.

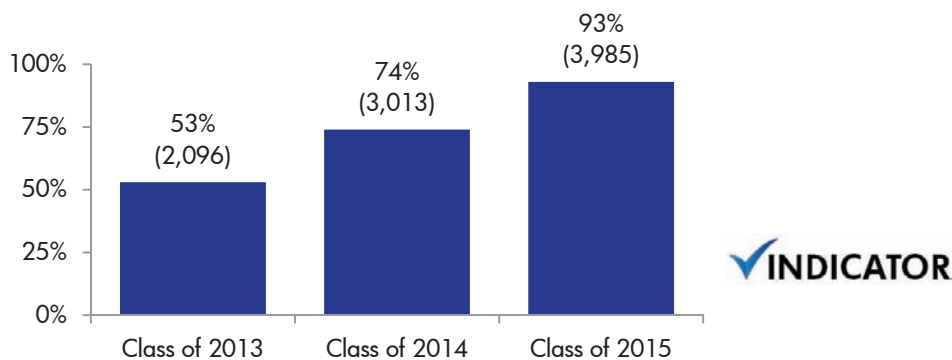
High school students are also concerned about whether they will be able to pay for college. Hear Us Out, a 2010 student research project prepared by the Alliance for Education and the Center for Youth Voice at What Kids Can Do, surveyed 2,370 Seattle high school students, asking them to list their biggest concerns or hurdles regarding college. More than two-thirds (69%) of students said the cost of college was their biggest hurdle.



WHAT THE BASELINE DATA TELL US

Despite their acknowledgement of the importance of going to college, cost is a major barrier for families and students. Washington provides the College Bound Scholarship, which covers up to four years of in-state college tuition and fees for low-income students. Students who are income-eligible sign up for a College Bound Scholarship in middle school, and pledge to do well in school, be a good citizen, and apply for financial aid during their senior year. This past spring, a record 93% of eligible students in the Road Map Region signed up for College Bound Scholarships, up from just 53% two years ago. Students in our region and their families are clear that they want to attend college. We need to support them getting there.

Exhibit 33: Low-Income Students Who Signed Up for the College Bound Scholarship by High School Graduating Class



Source: HECB

SUPPORT FOR STUDENTS INTERESTED IN THE COLLEGE BOUND PROGRAM

We must capitalize on the success and momentum from the College Bound Sign-Up Campaign, and start building a stronger system of supports for our students eligible for the College Bound Scholarship. The first cohort of College Bound students is much smaller than those that will follow. We have an opportunity to work on our supports and scale them to serve all students. Many students, especially those who are the first in their families to go to college, need additional academic advising, assistance navigating the college admissions process, and help completing financial aid forms to ensure that they can access scholarships and enroll in a postsecondary program.

COLLECTIVE ACTION IS NEEDED

Coordination Across Institutions to Support Student Success

Effective system handoffs are critical to ensure that each and every student graduates college and career ready. We need greater communication between postsecondary institutions and school districts so that high schools know exactly what their students need to succeed at the next level. We need community-based organizations connecting with their school partners to provide additional help engaging students, providing tutoring, reaching parents, and assisting students with the admissions process, including college and financial aid applications.



EARN A COLLEGE DEGREE OR CAREER CREDENTIAL

Postsecondary Indicators of Student Success:

- ✓ **Percent of students who enroll in a postsecondary education**
- ✓ **Percent of students who persist into their second academic year at a postsecondary institution**
- ✓ **Percent of students who earn a postsecondary degree or career credential by age 26**

Why Earning a College Degree or Career Credential is Important

It is critically important for young people to continue their education after high school and earn a college degree (two- or four-year degree) or a career credential with labor market value. Building skills will help our young people fare well in the modern economy and participate in civic life.

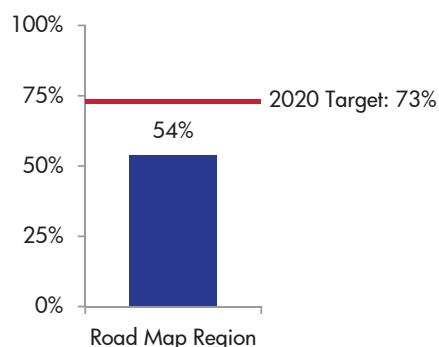
Landmark research done by Washington State Board of Community and Technical Colleges' Research Director, Dr. David Prince, established the concept of the "tipping point." His work shows that having just one year of postsecondary education that a student can build on greatly increases a student's lifetime earning potential. Numerous other studies have reinforced this point.

What the Baseline Data Tell Us

Students face several challenges toward completing college degrees and credentials. Exhibit 34 shows that only 54% of students enrolled in a postsecondary institution within one year of graduating. Exhibit 35 shows the postsecondary enrollment rates by race/ethnicity.



Exhibit 34: Postsecondary Enrollment

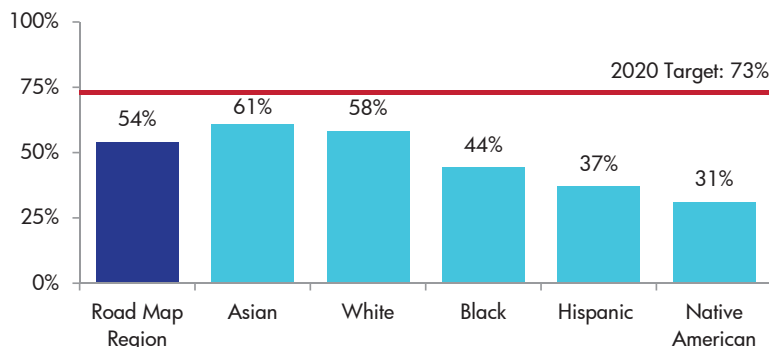


Source: OSPI and The BERC Group, College Tracking Data Services

Note: Data are for the high school graduating Class of 2004 in the Road Map Region.



Exhibit 35: Postsecondary Enrollment by Race/Ethnicity



Source: OSPI and The BERC Group, College Tracking Data Services

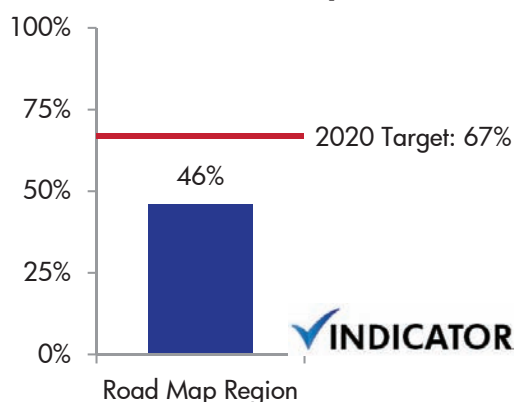
Note: Data are for the high school graduating Class of 2004 in the Road Map Region.

WHERE ARE ROAD MAP STUDENTS GOING TO COLLEGE?

More than 85% of postsecondary enrollments among Road Map high school graduates are at Washington institutions. The University of Washington, Highline Community College, and Green River Community College serve 42.8% of all Road Map graduates enrolling in college (Source: ERDC, 2009).

For a high school graduate, deciding to pursue a postsecondary education is crucial. Continuing that postsecondary education is equally as important. Exhibit 36 shows that only 46% of students continued past the first year of a postsecondary program.

Exhibit 36: Postsecondary Persistence



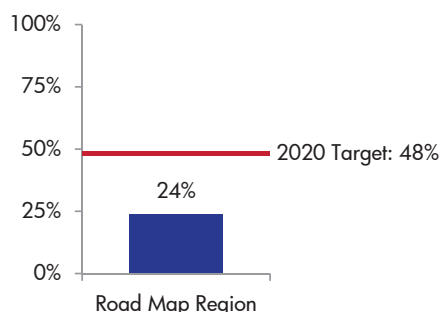
Source: OSPI and The BERC Group, College Tracking Data Services

Note: Data are for the high school graduating Class of 2004 in the Road Map Region.



The Road Map Project is focused on ensuring all students are on track to earn a college degree or career credential. Therefore, postsecondary attainment is a particularly important indicator. As the Baseline Data shows, only 24% of the Road Map students who began 9th grade as part of the graduating class of 2004 continued on to earn some form of postsecondary credential. We know this is a dangerously low level for the vitality of our region. Unfortunately, we also know that postsecondary attainment shows the severity of our achievement gaps. Only 11% of black students, 11% of Hispanic students, and 10% of Native American students earn some form of postsecondary credential, less than half that of their Asian and white peers. We must work hard to improve achievement all along the education continuum, so that this critical indicator can improve for the students in our region.

Exhibit 37: Completion of a College Degree or Career Credential

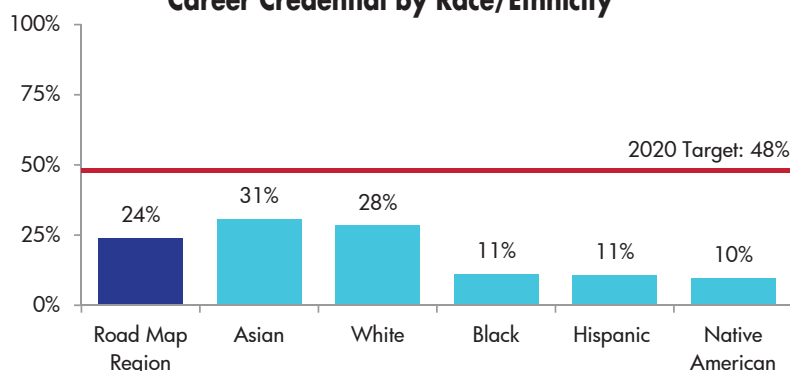


Source: OSPI and The BERC Group, College Tracking Data Services

Note: Data are for the high school graduating Class of 2004 in the Road Map Region.



Exhibit 38: Completion of a College Degree or Career Credential by Race/Ethnicity



Source: OSPI and The BERC Group, College Tracking Data Services

Note: Data are for the high school graduating Class of 2004 in the Road Map Region.



COLLECTIVE ACTION IS NEEDED

The majority of students never make it past remedial coursework to complete their postsecondary degree. Also, too often, the content of college placement tests comes as a surprise to students and they are placed into a pre-college level because they were not prepared for the assessment. Colleges can work more closely with school districts so that definitions of “college readiness” are aligned and expectations are clear to students.



BRIGHT SPOT

INNOVATIVE EFFORTS AT ROAD MAP REGION COMMUNITY COLLEGES

Colleges across the Road Map Region are working hard to improve their rates of student retention and postsecondary degree completion. With so much promising work happening, the challenge is finding ways to sustain and scale up what is working.

- ★ **Green River Community College** is trying to prevent the need for remediation by working with school districts to better prepare their high school students for college-level math. Through Project TIME (Transition in Math Education), they have developed and implemented activities including parent/student math advisory nights and the development of a senior level math course aligned to college entry. They also allow students from their partner districts to use their high school transcript for placement, so that they can enter directly into college-level classes and avoid taking the community college placement test.
- ★ **Seattle Community Colleges** are offering free COMPASS Test Prep workshops for incoming students. By helping students prepare for the community college placement test, many students are placing into higher levels of English and math, or avoiding pre-college courses altogether. South Seattle Community College (SSCC) offers the 13th Year Promise Scholarship that guarantees every graduate from Cleveland High School and Chief Sealth International High School the opportunity to attend SSCC tuition-free for one year.
- ★ **Highline Community College** recently overhauled their pre-college math curriculum to make the content more relevant for students, and to reduce the number of courses on the math remediation pathway from three to two. Highline is also offering more supports and programming to help transition English Language Learner (ELL) students from English language courses into credit-bearing and college level courses. Enhanced supports include career-pathway bridge classes, one-on-one advising, and academic supports for students. Between 2005 and 2010, the percentage of ELL students who transitioned to credit-bearing courses rose from 6% to 20%.
- ★ **Renton Technical College** has won numerous awards for its contextual approach to student learning and for its outstanding completion rates. In their programs of study, they help students fill skill gaps at the same time as they learn a new occupation or trade. By integrating skill development in this way, Renton Technical College helps students avoid an overly long sequence of prerequisites that can discourage student persistence.

WHAT'S NEXT: Action & Accountability

Tracking Progress

The Road Map Project will publish annual Results Reports to track progress toward our targets and Road Map 2020 Goal. These Reports will also spotlight examples of significant system success so that work can be expanded. We anticipate revising some of the indicators of student success as better data and research become available. Action Plans will be tracked, results will be reported, and course corrections will be made. We believe that better system data will contribute to a region-wide culture of continuous improvement.

Community Accountability

The Road Map Project is building a new type of collective accountability. We do not believe in wagging the finger at one person or institution, nor in blaming parents, teachers, principals, or the Legislature. Excuse-making breeds inaction. We all are accountable. All who share the goal must contribute to the work. Being accountable doesn't mean being perfect, but it does mean being willing to look at results and, if necessary, try something different to help students succeed.

Stronger Medicine Required

Given the enormity of our challenges, we won't make dramatic gains without new approaches and investments. We won't close the achievement gaps without new tactics. Taken as a whole, the performance of the Road Map schools needs significant improvement. We cannot make gains by standing still, so the pressure for change must grow.

THE WASHINGTON ACHIEVEMENT INDEX

The Washington State Board of Education (SBE) annually rates all schools using the State Achievement Index. The Index includes overall student performance, graduation data, annual growth, and performance compared to schools with similar demographics. Exhibit 39 shows the Road Map Region with the 199 schools that received ratings from SBE's State Achievement Index, and breaks those ratings out by school type. The data shows just how much work needs to be done – **only 30% of Road Map schools are rated “good” or better on the State Achievement Index**. Detailed information about the Index is available on the SBE website.

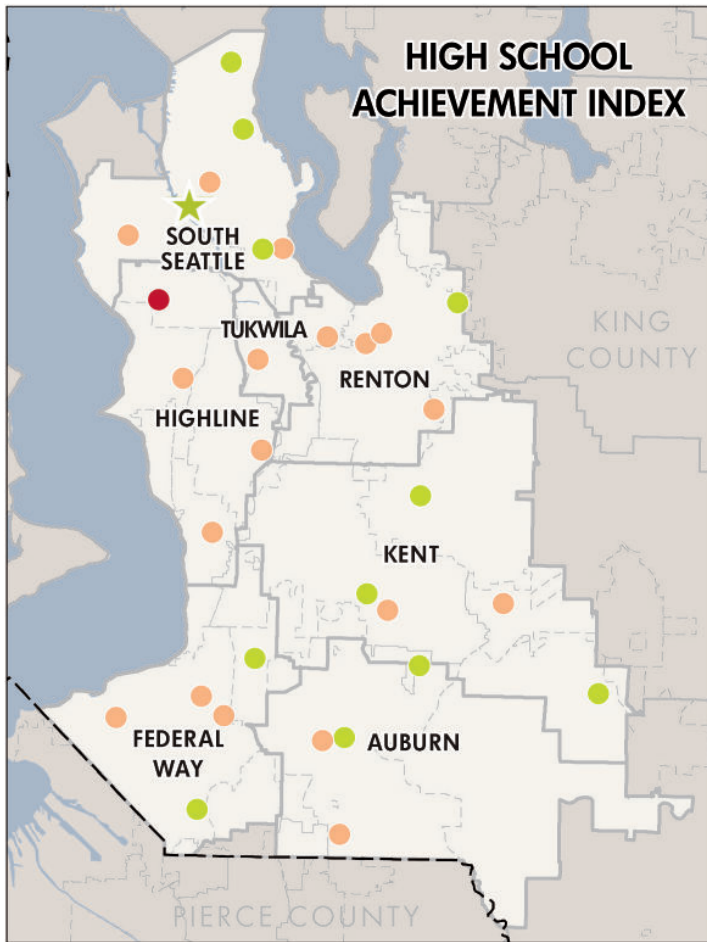
Exhibit 39: Road Map Schools Achievement Index



Achievement Tier	High Schools	Comprehensive Schools	Middle/Jr. High Schools	Elementary Schools	Total Schools
Exemplary	1	0	1	0	2
Good to Very Good	14	0	14	30	58
Fair	22	5	16	76	119
Struggling	1	2	0	17	20
Total Schools	38	7	31	123	199

Road Map Region School Performance

Based on the Washington
Achievement Index



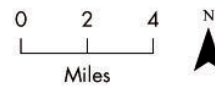
Achievement Index Category

- ★ Exemplary
- Good to Very Good
- Fair
- Struggling

□ Road Map School District Boundaries

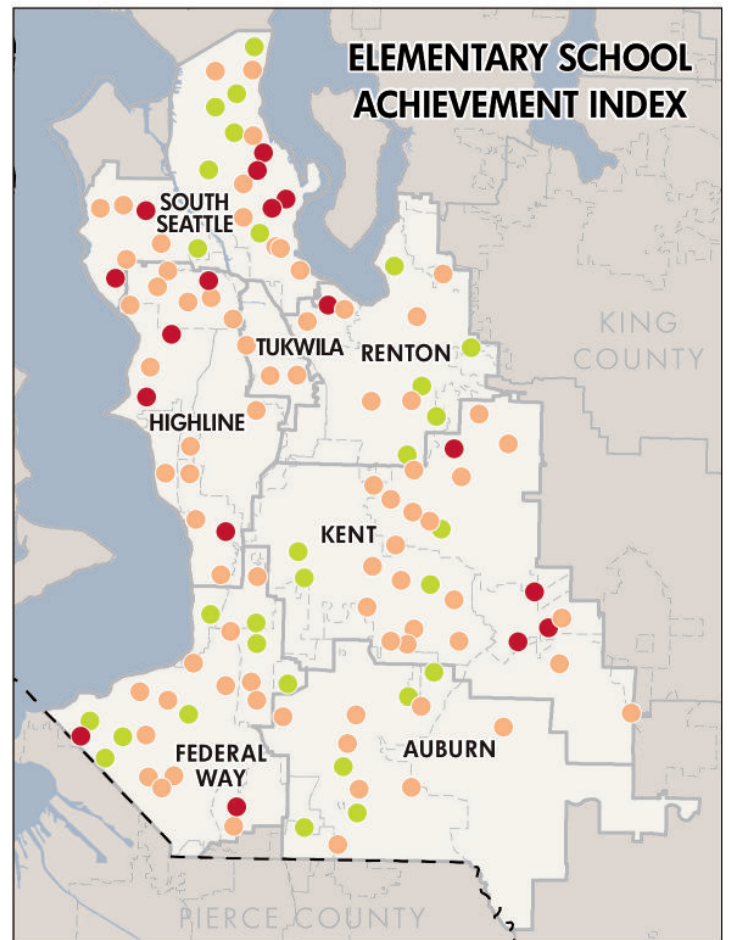
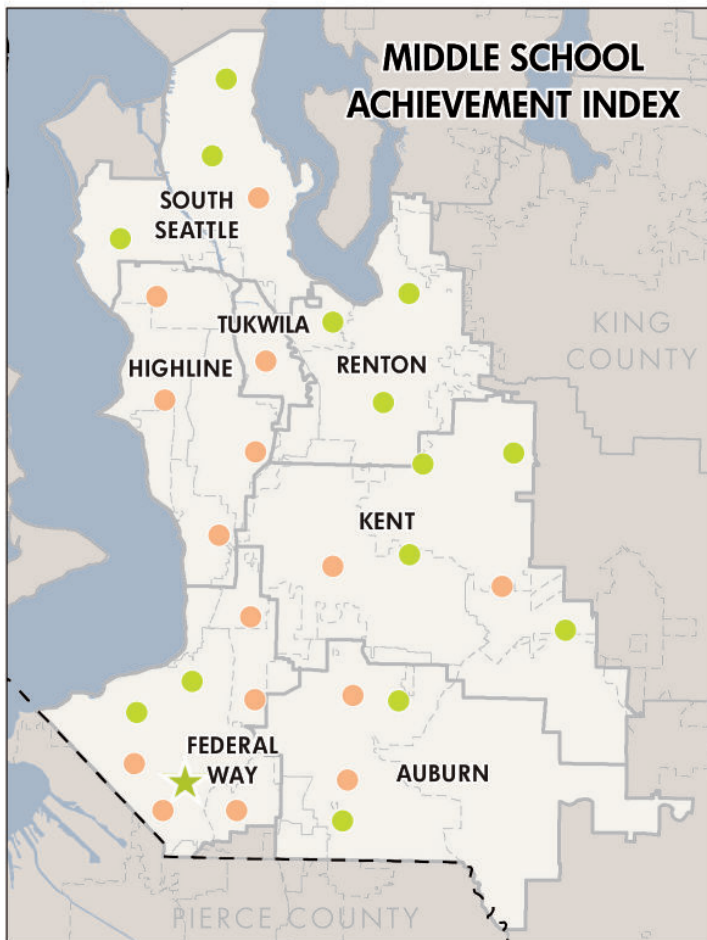
□ County Boundary

□ City Limits



Source:

Washington State Board of Education, State Achievement Index 2009-2010





WEST SEATTLE ELEMENTARY – A TURNAROUND STORY

Want an example of bold action? Check out West Seattle Elementary. In 2009, the school was at rock bottom. It was listed as one of the lowest performing schools in Washington. Then the change started. The Seattle School District received funding to support a major turnaround. The plan included a lot of “strong medicine”—new leadership, new team members, and new approaches. In just one year, the school has achieved dramatic gains and the federal government’s criteria for Adequate Yearly Progress, which is nothing short of amazing.

THE WORK AHEAD

Going forward, we will be doing the hard work necessary to hit our 2014 and 2017 interim targets and ultimately, our Road Map 2020 Goal. Road Map Action Plans designed to improve key indicators will be completed in the first half of 2012. In addition, we will launch a community-wide campaign focused on 3rd grade reading. For older students, volunteers will be mobilized to help families complete the Free Application for Federal Student Aid (FAFSA) so that more of our high school graduates will be able to afford college.

Our community work will support the engagement of low-income parents, and we will advocate together for state and local policies favorable to our Road Map priorities. New ways to measure student progress will be developed for our ELL students and by our youth development organizations. In December 2012, we will publish the first Road Map Results Report and spotlight system success at a major conference.





LOCAL CRADLE TO COLLEGE & CAREER NEIGHBORHOOD PROJECTS – STRONG LOCAL ACTION!

Several new neighborhood-specific cradle to college and career projects have begun, inspired greatly by the success of Geoffrey Canada's Harlem Children's Zone. Each is strongly engaging their community and using data to drive improvement:

- ★ Kent East Hill Building Better Futures, King County Housing Authority
- ★ White Center Promise, Southwest Youth and Family Services and White Center CDA
- ★ Yesler Terrace Choice Neighborhood, Seattle Housing Authority and Seattle University
- ★ High Point Promise Neighborhood, Neighborhood House

GET INVOLVED

Please get involved in the Road Map Project. Align your work to the Road Map 2020 Goal and targets. Dig deep into the results data. Help on one of the action campaigns. Become an active advocate. Join the Education Results Network. Be part of the Road Map's collective action with the willingness to innovate and learn—all in service to the students of this region.

A NOTE ON DATA

One of the strengths of the Road Map Project is its emphasis on data to tell the story of what is happening in the region, so we all can see what works and what needs improvement. We believe that the data in this Baseline Report are strong, but we also know that there can always be more and better data. Data for some Road Map indicators are not currently available, and some were not uniformly available.

In future years, we expect to use both the most up-to-date information available to measure our progress and new data that become available, such as WaKIDS data. Once better data are available, we will add Baseline and interim targets for additional on track indicators. Next year's report will focus on results, and we will include available data from both the 2010-2011 and 2011-2012 school years.

Our ability to disaggregate data by race, ethnicity, and language group is limited by the information collected by educational institutions and by federal privacy laws. The full array of data collected can be reviewed in the Road Map Baseline Technical Report on the CCER website, available in January 2012.

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THANK YOU

The CCER Team would like to sincerely thank the hundreds of people who contributed to the Road Map Baseline Report in some way. We are inspired daily by our region's education leaders, teachers, administrators, practitioners, parents, and students, and are excited about the collective impact that is possible. We look forward to the work ahead together!

Special thanks go to everyone who helped us obtain access to data; we could not have done this work without you. In preparing the Baseline Report, we drew upon the following major sources:

- ★ Seven School Districts in the Road Map Region
- ★ Public Health – Seattle & King County
- ★ City of Seattle
- ★ Washington State Office of Superintendent of Public Instruction (OSPI)
- ★ Washington State Education Research & Data Center (ERDC)
- ★ Washington State Board for Community & Technical Colleges (SBCTC)
- ★ Washington Higher Education Coordinating Board (HECB)
- ★ The BERC Group, Inc.
- ★ Washington Dental Service Foundation

Thank you to the Community Center for Education Results Board of Directors.

The CCER Team would also like to extend a special thanks to the funders who support the “backbone” organization of the Road Map Project and are great partners in the work:

- ★ The Seattle Foundation
- ★ The Bill & Melinda Gates Foundation
- ★ The Raikes Foundation
- ★ J.P. Morgan Chase
- ★ Boeing Employees Credit Union
- ★ Enterprise Community Partners
- ★ Annie E. Casey Foundation
- ★ The Stuart Foundation
- ★ The Boeing Company

